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VOL. V.

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No. 3

Una Romería a Los Altares de España

Para los miembros de nuestra Asociación y del Capítulo local de la Asociación Americana de Maestros de Español que asistieron a las conferencias dadas por el profesor de Setián, lo que voy a decir en seguida va sobrando porque no será más que una débil sombra de lo que hemos oído ya. Pero en vista de que un número considerable de nuestro círculo no tuvo la oportunidad de estar presente y escuchar al distinguido profesor, he cedido a la atenta súplica del Director del BOLETÍN de que se haga algún resumen de las seis conferencias a fin de que nos conste una minuta de esta la primera empresa literaria de nuestro Círculo local. Procuraré, pues, apuntar aquí algunas impresiones personales mías de la "Romería a los Altares de Cultura Española," de la cual acabamos de regresar, todos muy contentos y de plácemos con nuestro buen guía y cicerone.

Las conferencias no sabían a Baedeker ni tenían que ver con la geografía de la Península ibérica, aunque entramos por Cádiz y salimos por Vigo, después de recorrer las principales ciudades y provincias del país. No vimos lo que ve un turista cualquiera, lo que flota sobre la superficie de la vida española en las escenas callejeras, fiestas locales, mercados, museos y caminos reales. El señor de Setián nos ha enseñado el alma de España, el espíritu y el corazón de su propio pueblo como quedan revelados, o más bien ocultos, en sus obras de arte y de literatura. En todo el viaje no montamos ningún tren ni vimos siquiera una recua de jumentos. Mas por todas partes hemos visto la gente que allí vive y trabaja, ama, ríe y llora, pues nuestro guía nos ha permitido estudiar a España por medio de sus propios ojos, y también por los cuadros que nos ha dibujado de los hombres y mujeres que han contribuido de su genio para interpretar el espíritu de sus paisanos los unos a los otros y que han dejado sus obras para el enriquecimiento de todo el mundo.

Llegamos a comprender, por ejemplo, como la nación tiene echadas sus raíces en las civilizaciones antiguas de Fenicia, de Cartagena, de Roma y de Bagdad; que la Sierra Madre del Sur, con su clima benigno y sus ricos vergeles, ha producido al vivo y romántico andaluz, de reacciones tan difíciles de comprender, y que las personas que presencian las escenas de la Semana Mayor en Sevilla, con su derroche de luz y color, con su viveza y alegría universales, no pulsan el sentimiento profundo y verdadero del pueblo sevillano; que un autor tan perspicaz como el señor Blasco Ibáñez puede equivocarse en sus interpretaciones de la verdadera índole de una porción del pueblo español cuando sale de su Valencia y recorre otras provincias.

Sabemos ahora que Madrid no es en verdad una población de Castilla sino una gran casa de huéspedes donde se congregan delegaciones de todas las provincias, y si éstas se amalgaman para llevar a cabo fines políticos de nacionalización, no dejan de ser cada una provinciana, muy amante de su propio terruño. Hemos aprendido que son los planos áridos de Aragón que han revestido al baturro de Saragosa de su terquedad y rudeza, mientras que los habitantes de Cataluña han sido seducidos por las aguas del Mediterráneo a dar la espalda al interior del país y así sentir antagonismos que evocan problemas económicos y sociales muy difíciles de resolverse.

De todo esto y de muchísimo más nos hemos enterado, no por medio de un estudio de la historia de las ciudades y provincias simplemente, sino por una revista del carácter de las obras que los hijos del suelo han producido. Hemos visto que en cada provincia se han levantado hombres preclaros que han construido catedrales y palacios, que han cantado versos, o que han trazado las escenas de la vida diaria con sus mil

amores y pasiones en sus novelas y dramas, y que todos éstos han sido fieles intérpretes de la vida y del alma del pueblo español. Su legado precioso ha quedado en nuestras manos para estudiar y disfrutar, y también para transmitir a otros por medio del aprendizaje del bello idioma en que ha quedado embellecido.

Sólo me queda decir en conclusión que las conferencias fueron bien concurridas y las entradas suficientes para erogar todos los gastos, debido en parte a la generosidad de las autoridades de la Universidad del Sur de California que nos permitieron el uso de un salón amplio en su "College of Law" en el Tajo Building.

Después de este tan agradable vistazo de España, el Capítulo local ha quedado convidado a hacer lo posible por extender la serie de romerías a otros países y en el año entrante ofrecer otro curso de estudio de igual interés a sus miembros y al público de habla española.

C. SCOTT WILLIAMS.

The Phonetic Method

The phonetic method offers a scientific basis for a correct pronunciation. It combines the eye and the ear method of learning speech sounds. The student who follows this system has the opportunity of imitating the pronunciation of the teacher and, in addition, is taught to carefully analyze every sound. He soon learns the exact phonetic value of letters, syllables and words, and the correct position of the organs of speech in the production of any given sound. French pronunciation is a confessedly difficult subject. Many of the sounds are different from the English and present serious difficulties to the English speaking student. Experience has shown, however, that the phonetic system with its careful analysis of speech sounds offers the best method of overcoming these difficulties. It is remarkable how quickly our students learn to pronounce French well when they take up the study from the phonetic point of view.

Another advantage of the phonetic method lies in the fact that the study of phonetics leads to a knowledge of the phonetic laws by means of which speech sounds are to be explained. The thoughtful student is not satisfied until he knows why things are true. Such knowledge, in turn, stimulates him to think and to discover other facts for himself.

A very important phonetic law is the law of analogy. Many linguistic phenomena are to be explained in the light of this law. Take, for example, the pronunciation of *ai* in the first syllable of the forms of *faire* beginning *fais*—(*faisant, faisais, etc.*), in the corresponding forms of the compounds of *faire*, and in words derived from this verb (*faiseur, faisable*). In all such cases *ai* is pronounced like *e* in *me, te, se, de, le*. As the forms mentioned above are the only ones in which *ai* has the value of mute *c* (ə) one naturally asks why this is true. The most satisfactory answer to this question is that furnished by the law of analogy. As mute *e* (ə) was already found in the first syllable of the future and conditional of *faire* (*ferai, ferais*), for the sake of uniformity it was extended to the first syllable of forms like *faisant, faisais*. As one said *ferai* (*fore*), *ferais* (*fore*) it was natural to say *faisons* (*fozjɔ̃*) giving the first syllable in each case the same phonetic value.

The law of least effort also plays a very important part in French pronunciation. The phonetic value of a letter is often changed under the influence of the sound immediately before it or after it. For example, in *obtenir* the voiced labial *b* is changed to the voiceless labial *p*, because it is followed by a voiceless consonant (*t*). Likewise, in *anecdote*, the voiceless palatal *c* is changed to the voiced palatal *g* because it is followed by a voiced consonant (*d*). A similar change is found in words like *exiler* (*exzile*). The letter *x* is equivalent to *ks*, both being voiceless consonants. However, when *s* becomes voiced (*z*), *k* is changed to *g*, the corresponding voiced consonant. Phonetic changes like those indicated above are due to a desire to find combinations

of speech sounds that can be pronounced with the least difficulty. It is easier to pronounce two voiceless consonants or two voiced consonants in succession than it is to pronounce a voiced and a voiceless consonant together.

The explanation of many apparent irregularities in French pronunciation is to be found in the history of the language. For instance, the first *e* in *femme*, *solennel*, and in adverbs in—*emment* (*prudemment*, *recemment*) is pronounced like *a* in *page* and *sage* because it was formerly nasalized. While *e* was later denasalized in such cases, it still retains the sound that it had when it was nasalized.

OLIVER M. JOHNSTON.

Advantages of the Dictaphone

Before my dream of having the use of the dictaphone in my modern language classes became a reality, I had believed that the use of that machine in the class-room would result in better reading. That was as far ahead as I had looked, and was my only aim in securing the machine. Not only did the dictaphone accomplish that end, but had other very perceptible and beneficial effects.

There are always some poor readers in every class, and the consciousness of their shortcomings does not make it any easier for them to overcome them. They are embarrassed by the individual attention given by the teacher for their betterment. On the other hand, the teacher, at the end of the school day may have used so much voice and push that to pronounce or read merely as a model for imitation becomes very irksome.

It was to relieve both teacher and pupil of the embarrassment of private drill for better reading that I looked for help in the dictaphone. The interest that it aroused and the results it accomplished were far beyond my original aims.

At first the use of the machine was limited to the few most needy ones, who came after school, heard me read the next day's lesson into the dictaphone with exaggerated distinctness, and then, under my direction, listened to several repetitions of the same. After the second repetition they stopped the machine at the end of each sentence and repeated, trying to reproduce exactly the pronunciation and speed. If this could not be done they pushed the carriage back and tried again. The voice from the machine was unvarying and unwearied, and the pupil did not feel that he was trying the patience of anyone. No cause for shame or embarrassment.

Then, occasionally, I gave each pupil, during the recitation period, an opportunity to hear the next day's lesson read through once or twice while the remainder of the class wrote an exercise. Two at a time could easily hear, by holding the receiver between them, if the room was quiet. And this leads me to speak of other results that were not my first aim.

The courtesy and consideration shown by all the students to their comrades who were using the machine were very marked, not only when we used it in class, but after school. When used during the recitation period they moved swiftly and silently to their places, lost no time in taking the vacated chairs so that each one might have his turn. The same caution and courtesy were shown by students who came into the room after school.

This was very gratifying, but the effects on the "operators" were still more so. They had believed that they listened intently when I read to them; but in using the machine they soon found that their powers of attention and concentration had never been strained. That alone would have made the use of the dictaphone worth while. It is a very simple thing to manipulate the machine, and they could stop it at any time and repeat the whole or part of what they had been listening to. They acquired the habit of drilling on the troublesome parts. In short, they *learned how to study* a reading lesson till they could read it as well as the machine did. The model did not vary (as the teacher probably would do in several repetitions) nor become tired nor

impatient. And the persistent repetition of the identical inflection could not fail to leave an impression on an attentive listener.

This helped me to prove to them my claim that *good oral reading* and several repetitions of the oral reading brought better results than to plod through the lesson silently, looking up the meaning during the first reading of every word they *thought* they did not know. There were always some whom it had been impossible to persuade to study the reading before using the vocabulary. But, through the use of the dictaphone, "listening to the master's voice" and exercising their powers of mimicry they also sharpened their wits and learned to get a bigger view of a printed page than they had when looking at only one word at a time, and constantly turning the pages to use the vocabulary. They soon learned to recognize words that had occurred in previous lessons, but whose meanings they automatically would have sought in the vocabulary if they had been studying silently. They were forced to sweep through the lesson, reading rapidly. They cultivated attention, memory and mimicry, and acquired ability to better understand the daily dictations. I soon had the pleasure of hearing some of the less imaginative ones say to me: "I know what you mean when you ask if we ever hear your voice when we are alone. Last night, after I had gone to bed, I heard you say whole sentences in Spanish (or French)."

At last they have *heard*, the sound has *penetrated*, they are *aroused*.

MARY JOY LOMBARD.

Redlands High School.

Arousing Interest in Spanish

The elective system in High Schools puts teachers on their mettle in those subjects which pupils are free to pursue or ignore. Teachers of Spanish confront even greater competition because their specialty is a rival of other modern languages; consequently they must study ways to make Spanish attractive.

By attractive is not meant soft. Nothing is worse than to attempt to gain numbers of pupils by dabbling with the language. Such a course is sure to end in disaster, because the majority of students at heart wish to make progress in their studies no matter how much they appear to delight in superficiality. Attractiveness and earnest work by students are by no means hostile. Attractiveness, on the other hand, does imply hard earnest work by the teacher both within the classroom and without.

The enthusiasm of the teacher for the work is the most important method of attracting students. Displayed in the classroom it creates a teacher's reputation; and set to work outside the class it can draw the attention of prospective students to the advantages of a given study. It can do this by the same subtle means of things that strike the eye that our successful advertisers use.

Fortunately such things have a real educational value. The teacher of Spanish who ornaments his classroom with views of Spain or Spanish-American countries, or with objects peculiar to those countries, is creating a Spanish atmosphere for his present pupils as well as offering a lure to the curiosity of those who are not studying Spanish. The importance of realia in modern language study is very great.

Many a teacher, unluckily, is unable to provide views or objects for classroom display and must besides face other difficulties which prevent the creation of a Spanish atmosphere. The only remedy is to combine forces with other teachers. Every person has some things, some postcards or a bit of pottery. When many persons bring their individual possessions together a very respectable and attractive collection results.

Still more varied is the collection when the teachers of a whole city contribute. The difficulty then is to make the exhibit accessible to students. If simply housed in one spot few pupils will visit it and it fails absolutely as a means of drawing new pupils to the study of Spanish.

In New York City the problem has been met by the establishment of a traveling

exhibition which circulates among the twenty odd high schools where Spanish is taught. The collection of views, posters, postcards and objects is so mounted and arranged that it can be readily transported from one place to another. A teacher in each school is responsible for its care and display.

Just how great are the results in stimulating an interest in Spanish among students who are to elect a new subject it is difficult to say. But in the case of a similar exhibit by the Latin department of a certain High School there can be no question. The Latin teachers of this school were threatened by the loss of their positions through the disappearance of a body of pupils to instruct. By the exhibit of many large posters showing the relations of the Latin language to English and to various phases of modern life, attractively displayed in the corridors of the school and in other places where pupils congregated in idle moments, an interest in the study of Latin was revived in the school. Teachers of Spanish in any school can combine to form an exhibit. Los Angeles as a city could organize an excellent traveling collection of Spanish realia.

ALFRED COESTER.

Stanford University.

Personalia

We have just learned that two of our members have received leave of absence and will not be with us during the coming year. Prof. L. M. Riddle, of the U. S. C. will be engaged in research work in Romance languages at John Hopkins University. Professor K. M. Bissell has left for France and will spend most of his time at the Sorbonne.

The work of these two men at the U. S. C. will be taken up by Dr. Herbert D. Austin, from the University of Michigan and Dr. Hugh S. Lowther, of the College of the City of New York. The former will be acting head of the Department of French and Italian and the latter will act as associate professor.

We shall be glad to welcome these gentlemen into our Association during their stay with us and we shall be glad to have our former members return to us enriched by their studies and experiences abroad.

A Word from the University

The Bulletin is happy to print below the observations of Dr. Beckman of the University of California, Southern Branch, regarding the preparation for modern language study received by his students in the various high schools of the State and elsewhere. An estimate by our College authorities of the work of the secondary schools can not but prove valuable to instructors in these schools. We hope for further suggestions from the colleges.

"The majority of the students coming from the various high schools into my Spanish class were very well prepared. They not only knew the grammar but also pronounced well and could even speak quite nicely. This observation however holds good for the women students only; the men, with few exceptions, were very weak, in conversation especially, and inferior to the women in a general knowledge of the language.

Men ought to be still more encouraged and even forced in their language work. Many men cannot read well a single sentence. Their enunciation is "pull," the modulation of the voice almost "null." More emphasis, more vigor, glow and fire, a fuller pronunciation of the vowels, especially of the final vowels ought to be achieved.

Reading aloud, very loud, should and must be practiced at home and in the classroom daily!

My French students lacked a great deal in pronunciation. Many were guessing, groping their way, so to speak, through even a short sentence. Few linked the words

at all. Some seemed to find it impossible to pronounce the "g" and "c" correctly in their different letter combinations. The endings "tie," "tion," offered the greatest obstacles.

Precision, clearness, emphatic accentuation, full pronunciation of the consonant before the final "e"—these are the things that we teachers have to *insist* upon with angelic patience, without ceasing.

The general knowledge of the principles of grammar was good; some women even talked nicely.

Reading aloud with correct intonation, expression, warmth, imitating the French, opening the mouth far and wide—these are the things most needed, the main factors which lead to lasting practical good results."

FREDERICK BECKMAN.

University of California, Southern Branch.

Another Dream Realized

Another dream of the Los Angeles chapter of the American Association of Teachers of Spanish has been realized! Saturday, June 5, about forty members and friends gathered for luncheon at the Mission Inn in Riverside—surely an ideal place to terminate a series of "Romerias" through sunny Spain. For a few brief hours at least it seemed as if we had crossed the Atlantic and had reached the land of our dreams. What a wonderful setting! In a patio filled with tropical foliage we sat enjoying our tamales, etc., and listening to the enchanting music furnished by the players from the San Gabriel.

After luncheon—the scene changed. We found ourselves in "La Sala de Armas" where the restful tones of the organ carried us far away from the humdrum existence of a teacher of Spanish. Here in a few words the outgoing President introduced the officers for the coming year and each in turn gave a brief response. There came the delightful pleasure of listening to Mr. Borton, who from a wealth of experience gained from twenty years residence in Mexico, spoke in Spanish the aims of Mr. Miller in trying to create a hotel with an atmosphere. After spending an hour and a half in admiring the wonderful collection of curios which must be seen to be appreciated, the party separated declaring that a similar trip would annually be a fitting close to a year's activities.

KATHLEEN LOLY,

Pasadena.

Last year the Language Department of the Santa Ana High School attempted to supplement the students' language knowledge by means of a series of lectures on the history and people of France and Spain. These lectures were given by members of the faculty of History and were planned entirely to meet the needs of language students. The lectures were highly successful from both the teacher and student point of view. The many difficulties encountered, however, in arranging an hour when all the students of French, or of Spanish, could be free to attend the lectures without infringing upon the rights of other departments and interfering with the outside activities of the school were such that the lecture courses have not been planned for this year. In schools where the programs will permit, the plan, if welcomed by the History departments, can not but prove beneficial to students.

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Our Bulletin

The Modern Language Bulletin as planned by the Executive Committee of the Modern Language Association of Southern California has served in the past as an exchange for ideas, plans, and devices among the teachers of the southern section of the state. With the appearing of "Hispania," of vital interest to the teachers of Spanish, and the "Modern Language Journal," the official organ of the Modern Language Association of America, the Executive Committee has frequently asked itself these pertinent questions: Is the Bulletin of real benefit to the teachers of this section? Do we need an exchange? Are those teachers too far away from Los Angeles to attend the Association meetings more than once a year deriving any benefit from knowing what the rest of us are doing and discussing at our meetings? The editorial board has attempted to furnish our readers with at least one brief article of a scholarly nature, yet so clearly and simply stated that the facts contained in it will be of direct value to many young teachers of languages. It is our hope that future numbers will contain similar articles, which may add little by little to the language knowledge of those of our number too busy to undertake any serious study aside from their regular duties.

Dr. Johnston of Stanford University has kindly contributed a few paragraphs on the phonetic method in which may be found answers to several questions always puzzling to our students.

Several teachers in secondary schools have sent in their devices for making their instruction more efficient, and the Bulletin contains one or two announcements of considerable importance. But to every reader the Executive Committee puts the above

questions which it has been unable to answer for itself. The publishing of a magazine, even one so unpretentious as ours, means time and money to the Association. If a language magazine can be made to serve the teachers of California our time and money will have been wisely spent. If, on the other hand, there exists no need among us for that which such a publication can supply, our present efforts are misdirected.

Will not every reader who finds in this issue some one thing of value to him, drop a post card to headquarters, 451 North Hill Street, Los Angeles, with a statement that our work has not been altogether in vain? Or, better still, pass the "Bulletin" on to a friend who may become a subscriber, or submit an article for publication. The "Bulletin" is *your* "Bulletin." Will you support it? Do you want it? Is it helping you?

The Language Club Exchange

The Modern Language Bulletin could be of very definite service to probably a large majority of its readers if it would establish a Language Club Exchange.

Since it is an axiom that the Modern Language work to be most effective should not be limited to the classroom recitations, it seems that every one of us must be doing something "on the outside" for interest.

Does this outside interest take the form of a Spanish or French Club? If so, would you not be willing to tell us about your club? If there is no club in your school, would you not let the poor strugglers with clubs know what you do that is better?

Since this would be a regular feature of the Bulletin, one of the Editorial Board should be the Exchange Editor.

The Editor should ascertain and publish the list of schools of the Association which have one or more well-established language clubs. Each of these schools should pledge to furnish material for the Exchange, since it would be of the greatest mutual benefit.

A very splendid language teacher has been heard to say that she would rather teach several classes than to supervise a club. The reason for such a remark is that one's ideas for interesting programs become exhausted after a while and there are very few sources from which to draw for more inspiration.

One needs the solidest kind of concrete helps. Miss Ruth Henry made a start that we should all appreciate with her "Hints for Club Work." The Chapter on Club Work in Mr. Wilkin's "Methods Book" gives some more help, but not enough.

We should have an entire book, not just a chapter. Why can not the Association of Language Teachers of Southern California gather the material in this and following years' exchanges that could later be put into book form for the guidance of future organizers of clubs?

This Methods Book might contain such chapters as the following:

1. The purpose of the Language Club.
2. Different types of clubs.
 - a. In the large school.
 - b. In the small school.
 - c. Class-room versus after school or evening clubs, etc.
3. Organize the club.
 - a. Choosing a name.
 - b. Election of officers, etc.
4. Typical constitutions.

(This would be included not only because of the content but on account of the phraseology because parliamentary terminology is not taught in the usual Teachers' Preparation courses and cannot be manufactured unaided by the green teacher.)

5. Sample minutes.
(Be generous. The minutes for an entire club year would be profitable to study.)
6. Debates actually held by High School and College Clubs in the foreign language.
7. Programs—with the date held and school presenting, in order to enable one to compare what schools of similar size have been able to accomplish.
8. Games that have proved successful.
9. Decorations for special occasions.
10. Some "most successful meetings."
11. Financing the club.
12. Ideas for posters, etc., etc.

Would not we all hail such contributions as just the thing we have been seeking and would we not all be willing to do our share in order to receive the benefits?

MARGARET GALLUP.
Santa Ana High School.

A Short Cut to Good Letter-Writing

Our American sense of the practical makes us wish all our students to be proficient in letter-writing, but there are so many differences between the letters of different countries that the beginner must be gently guided if he is not to translate familiar English phrases. During years of teaching in Japan, I found that good results could be easily obtained when the class was asked to reply to a note full of questions written on the blackboard; as the forms would be imitated as a matter of course, and later could be explained gradually. Commercial correspondence or formal social notes I treated in the same order. As an example of how this may be done, I am quoting a letter given to a class that had done merely 23 lessons in Fraser & Squair, together with a genuine answer, written without a dictionary in the class-room.

College du Pacifique, le 16 janvier, 1920.

Mon cher élève:

Comment allez-vous ce matin? A quelle heure vous êtes-vous couché hier soir? Avez-vous sommeil maintenant?

Je pense que vous êtes content d'être ici au Collège. Êtes-vous loin de vos parents, ou chez vous à San José? Avez-vous un père, une mère, beaucoup d'oncles, de tantes, de cousines? Est-ce qu'ils demeurent à la campagne?

Qu'avez-vous fait en classe la semaine dernière? Qu'avez-vous appris (=learned)? Le français est-il intéressant pour vous?

Demain, c'est samedi, vous aurez congé (*holiday*). Racontez-moi à quelle heure vous vous lèverez et ce que vous avez l'intention de faire le matin, pendant l'après-midi, et le soir. Je passerai chez vous dimanche matin.

Tout à vous,

W. L. S.

Teachers familiar with Fraser & Squair will see that the above letter is also a review exercise for the class. Here is a specimen answer:

San José, le 16 janvier, 1920.

Mon cher professeur:

J'ai mal à la tête ce matin. Hier soir je me suis couché à onze heures. Maintenant j'ai sommeil parce que je m'étais couché à minuit. Oui je suis très content d'être ici au Collège du Pacifique. A présent je demeure à East Hall, loin de mes parents. J'ai un père, une mère, quatre oncles, cinq tantes et beaucoup de cousines. Ils demeurent dans la ville de Capiz.

La semaine dernière nous avons fait beaucoup de choses, par exemple, nous avons

lu des histoires, nous avons chanté un cantique en français, etc. J'ai appris à conjuguer, à lire et à parler un peu en français. Le français est très intéressant pour moi, parce que j'aime beaucoup étudier les langues.

Demain nous aurons congé parce que c'est samedi. Je pense que je me lèverai à sept heures du matin, car j'irai à Berkeley visiter des amis, et après cela, j'ai l'intention d'aller au théâtre pendant l'après midi. Après cela, j'irai chez un de mes amis, et nous causerons toute la soirée probablement. Je serai de retour à San José le dimanche. Je me coucherai de bonne heure dimanche soir.

Tout à vous,

S. B.

Similar letters to be answered will be found particularly useful in tests and examinations, where it is hardly fair to expect students to find both the ideas and words in a letter-writing question.

WM. L. SCHWARTZ, College of the Pacific.

Three Valuable Bulletins

The University of Illinois Bulletin No. 18 Suggestions and References for Modern Language Teachers, Second Edition, edited by Professor Oliver contains valuable information relative to opportunities for travel and study in Europe, bibliographies of travel and political histories, of discussions on methods of teaching foreign languages, of phonetics, of histories of literature, of language journals, of dictionaries, of grammars and supplementary grammatical aids. In addition to the above mentioned bibliographies, lists of leading newspapers and periodicals suitable for classroom use or for outside reading, names of publishers of illustrated albums and dealers in pictures and photographs, post-cards, wall chromolithographs for conversational drill are given in the bulletin.

A section is devoted to the "teacher outside the class room" on which may be found bibliographies of foreign song books, games and plays, material of value in foreign language clubs.

The bulletin may be purchased for twenty-five cents from the University of Illinois, Urbana.

Another bulletin of no small value to language teachers is one issued by the United States Bureau of Education Bulletin 1913, No. 3—"Teaching of Modern Languages in the United States," by Charles Hart Handschin. Part two of the bulletin contains a list of works on the teaching of modern languages, chronologically arranged.

"Le Cercle français," pamphlet by R. P. Jameson of Oberlin College is on sale at twenty-five cents by the author, 162 South Cedar, Oberlin, Ohio.

This little book contains full information regarding organization of French Clubs, a model constitution and by-laws with parliamentary rules for conducting meetings. Seventeen games are described with directions for playing them in French. On the whole the pamphlet is perhaps the most useful of its kind that has yet appeared.

The Outlook

After years of patient effort the teachers of modern languages had brought language instruction in California to the point where some attempt was made to train the ear of the pupil to understand the spoken word, to teach his muscles to speak. Living languages were coming to be living subjects in the class room. Classes were limited so that each pupil might get an opportunity to use a foreign tongue a few times each day.

The war promised to stimulate interest in the languages of other lands. It surely taught us that our insularity is at an end. The promise has been fulfilled. The commercial and financial world, the diplomatic service are clamoring for people who can understand and speak, read and write the languages of our neighbors, near and dis-

tant; they are asking for people who have an understanding of the spirit and temper of these sister lands.

And how are we equipped to meet this need and satisfy this laudable interest? How can we use this opportunity to widen the horizon of our national mind and sympathy? It is the irony of fate that the same war that helped to create the need, has set in motion forces that block its fulfillment. For where are teachers to be found? Many have left the profession to answer themselves the call of commerce, finance and consular service; the recruiting of new teachers has been crippled by the prospect of poor pay. As a result the present fall term finds classes crowded everywhere, but language classes by the dozen are without teachers of any sort; often there are forty students to the class and in some systems, six and seven classes to the teacher.

In the face of this condition, public and pupils demand that we really teach our students to speak the foreign tongues! Greater efficiency in language instruction is the demand. We are asked to bestow the gift of tongues to the multitude. Higher standards, larger classes, overworked teachers—a pretty challenge to the courage of the faithful! For us the war is hardly over. We must not forget the aims barely attained in the days before these strenuous times; we cannot weakly let instruction slide back into its age-old ruts. We need each other for mutual encouragement and refreshment now as never before. We need to stand together to remedy present conditions, though it take years of patient struggle. We must see that the nation-wide interest in foreign languages and peoples is turned to good account for our country's sake.

Can there be a language teacher too weary or too self-satisfied to hear the challenge? May we not all register a courageous, a united acceptance of it at the October Modern Language Association meeting!

O. STECHERT.

October Meeting

The regular October meeting of the Modern Language Association of Southern California will be held Saturday, October thirtieth at ten o'clock in the Music Room of the Los Angeles Polytechnic High School.

Through the courtesy of the University of Southern California, the Modern Language Association is able to offer its membership one of the most enjoyable and helpful programs we have yet ever arranged. In addition to several musical numbers, Dr. Hugh S. Lowther, associate professor of French, will address us on a subject of his own choosing. Dr. Lowther comes this year to the University of Southern California from the College of the City of New York. He is an eminent scholar in the field of French literature and language.

Mrs. Lowther of the department of Spanish will talk to us on problems connected with the teaching of Spanish. Mrs. Lowther needs no introduction to the Association. We remember her as Maria Lopez, of the Los Angeles schools, one of our most talented, inspiring and enthusiastic members. Mrs. Lowther has traveled widely in Mexico and South America and has just returned to the United States from an extended stay in Spain.

Plans are being made for a social hour after the session in the Polytechnic Cafeteria.

Spanish Teachers

There are over 100 members in the Los Angeles Chapter of the American Association of Teachers of Spanish.

Are you a member? If not, send \$2 to Miss K. D. Loly, Pasadena High School. From a professional standpoint you cannot afford to miss reading "Hispania," and from a social and cultural standpoint, you will enjoy the activities now being arranged by the local committee.

Co-operation

The teachers of modern languages have reason to be deeply grateful to the various Universities of California for the continued efforts of these institutions in furnishing opportunities for advanced study, supplying lecturers, material for class work, and opening their libraries to the instructors of the state. In the South, through the devotion of Prof. R. E. Schulz to the cause of good language teaching, the University of Southern California has not only provided special courses in foreign languages for teachers of the languages in its summer session, but has throughout the year shown a loving interest in the activities of the Modern Language Association. Again and again the departments of Romanic Languages have been represented at our various meetings by able men whose inspiring and instructing messages have been of inestimable value to our members.

Remembering all that this institution has made possible for us in the past, we are not at all surprised to learn of the very generous offer to assist us further in our work which has just been made through Prof. Schulz. The Department of Spanish has arranged that Prof. de Setien shall give his time for an hour and a half to two hours on Monday afternoons to talk to the teachers of Southern California, at the College of Law, on subjects immediately related to the work they are presenting in their classes, literary or grammatical. On alternate Mondays there may be a question box and teachers will be at liberty to present any of their grammatical problems for discussion. Those who know Prof. de Setien realize that an unusual opportunity is being offered the Language Association. We are having brought to our very doors a university from Spain! For the pains of betaking ourselves to the Tajo Building we may receive that for which others have expended hundreds of dollars! But this is not all. Mrs. Hugh Lowther (nee Maria Lopez) will be prepared to give short informal talks before any advanced classes in high schools which she can reach conveniently. Mrs. Lowther has traveled widely in Mexico, South America and Spain. Her talks may be illustrated with postal projections or by means of slides. The University has hundreds of cards and slides in its collection which may be used by schools desiring them. Mrs. Lowther will give her services "for the good of the cause" and without other recompense than the thanks of those who ask for her help.

During the past summer the library has added nearly a thousand dollars worth of Spanish books including such collections as the Biblioteca de Autores Espanoles and the unsurpassed encyclopedia of Espasa. Many additions have been made in contemporary poetry and prose, and standard sets have been filled out. These books are at the disposal of the teachers, except those which may be on collateral for courses in the University, and may be drawn out without expense.

The University of California, Southern Branch, located in Los Angeles, has, through Dr. Frederick Beckman, been generous too. Last year Dr. Beckman gave a number of delightful lectures before high school classes in both French and Spanish. His unflinching humor and keen understanding of the young students' need make him an exceptionally able speaker. The University of California has not, as yet this year, offered us the services of Dr. Beckman, but we shall hope that past favors will be repeated.

In the North, Stanford University has during the past three years, made every possible effort to assist instruction in the high schools. Long before the University year was divided into quarters, it was the hope of Dr. Wilbur that the expensive plant might be utilized during the three summer months to further advanced study of a truly scholarly nature. He secured the opening of the University during June, July and August to its students and to those of other institutions presenting proper credentials. The work of the summer quarter is almost entirely of a graduate nature; especially is this true in the department of Romanic languages. Although Stanford University turns from its doors thousands of students every year, the advanced character of courses offered during the summer quarter makes it possible for graduate

students to find admission. The fourth quarter's courses of the year 1919-1920 were specially planned for teachers of French and Spanish. Dr. Oliver M. Johnston, head of the department of Romanic Languages and Dr. P. Frein, head of the department in the University of Washington with other regular members of the Stanford faculty conducted exceptionally helpful courses in graduate French. In Spanish Dr. Alfred Coester and Prof. Allen of the regular staff together with Prof. de Setien of the University of Southern California gave work in the teaching of Commercial Spanish, Literary Spanish, Spanish Phonetics, Spanish Style, special courses in contemporary novel and in Spanish Civilization; altogether nine courses in graduate Spanish were open to students. It is not usual to find assembled in one staff of teachers, scholars and instructors of such ability and merit. Truly the language teachers of California owe Dr. Wilbur a hearty vote of appreciation for having made it possible to them to find close at hand this advanced work.

The University of California at Berkeley has through its extension department and lecturers been a great force in the betterment of language instruction. With the unceasing efforts of our university authorities in advancing our cause, teachers of modern languages in this state have little or no excuse for lack of preparation or ignorance of good methods.

LELLA WATSON,
Santa Ana.

Institute Meeting

While no definite plans for the December meeting of the M. L. A. S. C. have as yet been announced, it is rumored that the membership may look for something unusual in the way of speakers and programs. Every teacher of modern languages in Southern California is urged to plan to be present at all our sessions during Institute week. Subscribers to the Bulletin are asked to call the attention of these meetings to all language instructors who are not affiliated with our organization. The Los Angeles Chapter of the "Spanish Teachers of America" are promising a fair which will be well worth attending. There will probably be at least one banquet or luncheon to introduce socially our Institute speaker or speakers. Every possible effort has been made by the Executive Committee to induce the Committee on Speakers of the C. T. A. to invite a modern language man, outside of our own section of the country, to address us in December.

If the C. T. A. Committee should not deem our organization worthy of such consideration, we shall perhaps have little or no just complaint, for not all teachers of languages have shown the devotion to the profession which should characterize a section of the state where language instruction must be alive and productive of concrete results.

May the Social Committee not welcome at the December meetings language teachers from every nook and corner of Southern California? Those teachers who are prevented by distance from regular attendance at other times of the year should bring on this occasion their store of wisdom and inspiration to the Modern Language sections.

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The attention of Modern Language Teachers is called to the following new publications:

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A complete list of High School and College texts can be found in our display at Potter Bros'. Book Store, 836 South Hill street, which is maintained for the benefit of teachers.

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